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ABSTRACT

This module on advisory councils is one of a set of three on cooperative relationships and is part of a larger series of thirty-four modules constituting a core curriculum intended for use in the professional preparation of vocational educators in the areas of agricultural, business, home economics, and industrial education. Following the module objective and overview and a bibliography of suggested resource materials (readings) for the entire module, five lessons are presented: (1) purpose and function of advisory councils; (2) state and federal regulations of advisory councils; (3) organizing advisory councils; (4) implementing and evaluating advisory councils; and (5) other advisory resources. Each lesson contains the objective, overview, a list of suggested learning activities, and a list of suggested resources (readings). Concluding the module is a pre/posttest and an answer key. (The modules have been field tested in various educational settings, including bachelor and masters degree programs, and are considered adaptable to many instructional styles and student entry levels. CE 018 935-937 contain working papers and other materials used in the development of the module series.) (JH)

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ED163256

Common Core Curriculum
for Vocational Education

B-2

ADVISORY COUNCILS

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Category B:

COOPERATIVE RELATIONSHIP

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1978

CE 018 943

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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ABOUT THIS MODULAR CURRICULUM

This module is one of a series of 34 modules intended for use in the professional preparation of vocational educators in the vocational education service areas of agricultural, business, home economics, and industrial education. The curriculum can be adapted to various styles of instruction and to various entry-levels of students.

It is recommended that an instructor planning to use these modules review each category to determine if any modification is needed in the objectives and suggested activities so that they conform with local institutional policies and/or vocational education programs. It is also suggested that resources and activities be identified for the specific entry-level of the student to be served.

The activities listed are suggested. The use of any other activity or reading reference which the instructor believes would help to accomplish the objectives of that lesson is encouraged. The choice of the teacher to use the entire module, either through group reports or individualized assignment, will be related to individual student competency requirements.

Since many modules strongly recommend the use of local administrative personnel and community rsources, it is suggested that all site visitations and requests for assistance in the community be coordinated by or cleared through the instructor. The instructor may wish to distribute these tasks among the student group and across the community with the class report system being used to disseminate the information gathered.

These modules have been field tested in various settings. They have been used with students working toward a bachelor's or master's degree and with students seeking the designated subjects credential in Californica. Some modules were tested through student independent study, others as part of total class assignment, and still others as an alternate activity. Workshop participants examined the materials in terms of content, activities, and resources. The adaptability of this curriculum is one of its strengths.

The materials could not have been completed without the participation and contribution of many individuals. Chief among these persons were the module writers, workshop participants, field-test instructor, and students. Conference presentors and evaluators also contributed to this project. Proceedings of the workshop are available upon request.

If we can provide you with information or help in using this curriculum, please feel free to contact us.

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COMMON CORE CURRICULUM

FOR

VOCATIONAL EDUCATION

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ADVISORY COUNCILS

Module Objective

Upon the satisfactory completion of this module, the student preparing to become a teacher of vocational educational subjects will be able to analyze and summarize major elements of advisory councils. Specifically, the student will be able to:

(1) Relate the purposes and functions of advisory councils.

(2) Explain state and federal regulations concerning advisory councils.

(3) Instruct in the organizing, implementing, and evaluating of advisory councils.

(4) Explain other advisory resources within his/her special area of vocational education.

Module Overview

The intent of this module is to familiarize students who are preparing to become vocational educational teachers with the significance of advisory councils as well as the requirements for developing such committees.* All programs utilizing the work environment to provide vocational experiences or programs which are designed to reflect the world of work are required by state and national laws to have advisory committees to help provide direction and to make the best use of community resources. Requirements found within state and federal laws stipulate that advisory committees be a part of all regularly constituted vocational programs. Therefore, an understanding of the value of advisory committees as well as knowledge of procedures to follow in correctly organizing and working with vocationally interested people within the community are vital to successful vocational programs. An advisory board, as the name implies, functions in an advisory capacity and does not in any way usurp the responsibilities or authority of school personnel, including the board of education.

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* When reading materials pertaining to advisory councils, other commonly used terms for "council" are committee and board. Often, the term "resource" will be used for advisory when referring to advisory councils. Proper terminology for national and state committees are: The National Advisory Council on Vocational Education and the State Advisory Council on Vocational Education.

This module has been divided into five lessons:

(1) Purpose and Function of Advisory Councils

(2) State and Federal Regulations of Advisory Councils

(3) Organizing Advisory Councils

(4) Implementing and Evaluating Advisory Councils

(5) Other Advisory Resources

Resource Materials For Completing The Activities In This Module

Advisory Committees, A Manual of Operations. Sacramento: Bureau of Homemaking Education, California State Department of Education.

Guide for Establishing and Conduct of Local Advisory Committees for Vocational Agriculture Departments. Sacramento: Bureau of Agricultural Education, California State Department of Education.

Home Economics Education. Illinois Teacher. (Vol. XIV, No. 4) University of Illinois at Urbana - Champaign. March 1971. (Two articles from this publication are relevant: "Why Have an Advisory Council?" by Richard K. Hofstrand and "Suggestions for Organizing Advisory Councils" by W. Edward Shipley.)

Industry - Education Council of California. Annual Report 1975. (Published by I-EC of California, P. O. Box 1582, Burlingame, California, 94010.)

Manpower and Vocational Educational Education Weekly. Vol. 7, No. 40, October 7, 1976. (Published by the Education News Services Division of Capitol Publications.)

Phipps, Lloyd J. and other. Citizen's Advisory Councils in Education, A Course of Study. Published by Rurban Educational Development Laboratory, University of Illinois at Urbana - Champaign.

Phipps, Lloyd J. and Kenneth Knell. The How of Successful Citizen Advisory Committee Operation. Published by Illinois Citizens Education Council, Rurban Educational Development Laboratory, College of Education, University of Illinois.

State of California. "California Advisory Council on Vocational Education and Technical Training," California Administrative Code. Section 6261, Article 10.3.

The American Vocational Association, Inc., Contemporary Concepts in Vocational Education. First Yearbook. Washington D.C.: The American Vocational Association, 1971.

The National Association for Industry - Education Cooperation, Membership Brochure. (Executive Director, Dr. Donald M. Clark, National Association for Industry - Education Cooperation, 235 Hendricks Boulevard, Buffalo, New York, 14226.)

U. S. Congress, Senate and House. Education Amendments of 1976. Hearing 94th Cong., 2nd sess. August 27, 1976. Washington: Government Printing Office, 1976.

Supplemental Resources

Handbook for Home Economics Cooperative Education Teacher Coordinator. Texas Technical University, Lubbock, Texas, 1972.

Wallrodt, George. An outline summary of the 1976 Vocational Education Amendments, P.L. 94-482 Education Amendments of 1976, Title II-Vocational Education. (Available from California Advisory Council on Vocational Education and Technical Training, 708, 10th St., Suite 260, Sacramento, California, 95814.)

ADVISORY COUNCILS

Lesson One: Purpose and Function of Advisory Councils

Objective

Upon satisfactory completion of this lesson, the student will be able to discuss the various kinds of advisory councils as well as define the purposes and functions of each council.

Overview

Advisory councils can provide a teacher of vocational education with a wealth of readily accessible resources. In general, the community at large is waiting in the wings to take an active part in helping to provide the most relevant vocational program that is possible. When an open, free flow of ideas and suggestions, as well as visits or training at community vocational sites, are generated within a state or local community, all members of society benefit. Also, students tend to respond more favorably to their education when they see the relationship between what is taught in classes and what is being done in the world of work. Hence, advisory board personnel who have keen interests in our educational system have a great influence on the quality of vocational programs.

Suggested Activities

(1) Select a local school district or ROP/ROC, contact the vocational education director, and inquire about advisory committees operating at different levels. While studying this module, plan to observe at least three advisory committee meetings. Record the contribution made by committee members; see Activity 5, Lesson 4. (If attendance at three advisory committee meetings is not possible, it is suggested that several students, or the entire class, meet together after each person has attended one or two advisory meetings for a report of his/her findings. Another approach might be to tape record advisory meetings so that students who are unable to attend three advisory meetings will be able to listen to recordings.)

(2) After reading several references on advisory committees, complete the following questions and return to the instructor:

a. What is an advisory committee?

b. What are four examples of the different kinds of activities that an advisory committee could be expected to do for a vocational program?

(3) After reading "Why Have an Advisory Council?" by Hofstrand, (located in the Illinois Teacher, March, 1971), answer the following questions:

a. What are the three ways that Hofstrand indicates that a student can benefit from an advisory council?

b. How can council members benefit from cooperative relationships with schools?

c. According to Hofstrand, advisory councils have been valuable assets to vocational programs in what three overall areas?

(4) After reading the bulletin entitled Guide for Establishment and Conduct of Local Advisory Committees for Vocational Agriculture Departments, answer the following questions:

a. Distinguish the differences among the various kinds of advisory committees including general, departmental, specific occupational, and ad hoc or social.

b. What administrative authority does an advisory committee have?

c. List several ways in which an advisory committee for your particular area of vocational education could be helpful to your program.

Suggested Resources

Home Economics Education. Illinois Teacher. (Vol. XIV, No. 4) University of Illinois at Urbana - Champaign. March 1971. (Two articles from this publication are relevant: "Why Have an Advisory Council?" by Richard K. Hofstrand and "Suggestions for Organizing Advisory Councils" by W. Edward Shipley.)

Guide for Establishing and Conduct of Local Advisory Committees for Vocational Agriculture Departments. Sacramento: Bureau of Agricultural Education, California State Department of Education.

Upon successful completion of assigned activities, proceed to Lesson 2.

ADVISORY COUNCILS

Lesson Two: State and Federal Regulations on Advisory Councils

Objective

Upor satisfactory completion of this lesson, the student will be able to explain state and federal regulations pertaining to advisory councils.

Overview

A teacher of vocational education should possess a working knowledge of state and federal regulations for advisory councils in order to operate within acceptable parameters. Such information or knowledge would include the number of people stipulated for a board and the kind of experience and background recommended of board members to properly represent the vocational area to be served. How each member of a board is to be selected and the term of service are further examples of the kind of information which is required. It therefore becomes apparent that a background of governmental regulations be obtained before organizational structures are established for advisory councils.

Also, it is expected that as a person develops an understanding of governmental guidelines for advisory councils, that he/she will be better prepared to organize local/departmental advisory committees.

Suggested Activities

(1) After reading "National Advisory Council on Vocational Education," a subsection of a publication entitled, Manpower and Vocational Education Weekly, October 7, 1976, complete the following questions and discuss with four or five peers. Summarize findings and submit to instructor:

a. How long is the National Advisory Council on Vocational Education to exist?

b. How many members are on the National Advisory Council and how are they selected?

c. What is the length of a term specified for members of the National Council?

d. From what segments of society are members of the National Council selected?

e. How is the chairman of the council selected?

f. How often does the council meet?

g. What are the purposes and functions of the National Council?

(2) After reading the California Administrative Code Section 6261, Article 10.3, entitled "California Advisory Council on Vocational Education and Technical Training" and Vocational Education Amendments of 1976 (P.L. 94-482), answer the following questions:

a. What is the composition of the California Advisory Council on Vocational Education and Technical Training? Explain how the committee is selected.

b. Explain the qualifications of council members and which segments of society appointees are to represent.

c. Explain how council members are compensated.

d. What are the duties of the council?

Suggested Resources

Manpower and Vocational Educational Education Weekly. Vol. 7, No. 40, October 7, 1976. (Published by the Education News Services Division of Capitol Publications.)

State of California. "California Advisory Council on Vocational Education and Technical Training," California Administrative Code. Section 6261, Article 10.3.

U.S. Congress, Senate and House. Education Amendments of 1976. Hearing, 94th Cong., 2nd sess. August 27, 1976. Washington: Government Printing Office, 1976.

Wallrodt, George. An outline summary of the 1976 Vocational Education Amendments, P.L. 94-482 Education Amendments of 1976, Title II-Vocational Education. (Available from California Advisory Council on Vocational Education and Technical Training, 708, 10th St. Suite 260, Sacramento, California, 95814.)

Upon successful completion of assigned activities, proceed to Lesson 3.

ADVISORY COUNCILS

Lesson Three: Organizing Advisory Councils

Objective

Upon satisfactory completion of this lesson, the student will be able to explain the procedures to follow in organizing an advisory council.

Overview

When members of an advisory council are haphazardly called upon to serve with little or no direction given to them, the importance of the committee will not be conveyed. On the other hand, a letter from the school board, or other top administrative person or group, explaining the importance and purpose of the board will generate more favorable attitudes which are conducive to successful service.

The term of service and the expected amount of time that would be required, including the number and the length of meetings, are pertinent information. In some cases it will perhaps not be possible to explain all that would be expected of board members; however, the more clearly the expectations are presented, the greater will be the accomplishments of the board. In short, there is no substitute for a call to service which clearly explains what is expected.

Suggested Activities

(1) After reading several references on advisory committees, complete the following questions and return to the instructor:

a. What guidelines are necessary when establishing an advisory committee?

b. Who should take charge of the committee once the various members have been called?

c. What considerations should be given when establishing terms of office and what is the proper protocol for requesting persons to serve on an advisory committee?

d. What suggestions could be given to an advisory committee to help insure that effective meetings are held?

e. What are normal agenda items for a meeting of an advisory council?

f. Develop a plan for an advisory committee which would be acceptable for your particular area of vocational education.

Indicate the level at which the advisory committee will work (district, department, or occupation). Be specific in terms of listing companies/businesses from which you select committee members. List the purposes and functions of the committee.

(2) After reading The How of Successful Citizen Advisory Committee Operation, by Lloyd Phipps and Kenneth Knell:

Explain what is meant by Affiliate Committees and how they are used.

(3) After reading the Handbook on Cooperative Education published by Texas Technical University:

Explain what is meant by the term Training Sponsor.

(4) After reviewing Citizens Advisory Councils in Education, A Course of Study by Phipps and others:

Explain the function of a selection committee.

(5) After reading the bulletin entitled, Guide for Establishment and Conduct of Local Advisory Committees for Vocational Agriculture Departments, answer the following questions:

a. Advisory committees at present are rather broad in scope. What are three areas that such a committee might include?

b. In selecting a local advisory committee, why is it a poor practice to select "the teacher's friends?"

c. How many people should be selected for a local advisory committee?

(6) After reading "Suggestions for Organizing Advisory Councils" by Shipley (located in the Illinois Teacher, March, 1971):

Discuss with peers the various steps to follow in setting up a school district advisory council.

Suggested Resources

Home Economics Education. Illinois Teacher. (Vol. XIV, No. 4) University of Illinois at Urbana - Champaign. March 1971. (Two articles from this publication are relevant: "Why Have an Advisory Council?" by Richard K. Hofstrand and "Suggestions for Organizing Advisory Councils" by W. Edward Shipley.)

Phipps, Lloyd J. and other. Citizen's Advisory Councils in Education, A Course of Study. Published by Rurban Educational Development Laboratory, University of Illinois at Urbana - Champaign.

Phipps, Lloyd J. and Kenneth Knell. The How of Successful Citizen Advisory Committee Operation. Published by Illinois Citizens Education Council, Rurban Educational Development Laboratory, College of Education, University of Illinois.

Guide for Establishing and Conduct of Local Advisory Committees for Vocational Agriculture Departments. Sacramento: Bureau of Agricultural Education, California State Department of Education.

Upon successful completion of assigned activities, proceed to Lesson 4.

ADVISORY COUNCILS

Lesson Four: Implementing and Evaluating Advisory Councils

Objective

Upon satisfactory completion of this lesson, the student will be able to explain the procedures to follow in implementing and evaluating advisory councils.

Overview

The implementation of an advisory council requires several steps. Following the selection of the council, it is necessary to elect officers. At the first meeting, a place and time for future meetings should be determined. Also, consideration should be given to an agenda, including form and format. The use and distribution of council minutes need to be determined. Mailing addresses, phone numbers, and other correspondence information pertaining to the committee constituency should be provided to each board member.

Members of the committee need to get acquainted with each other in terms of experience and expertise. The first board meeting could be spent in learning about each other and in giving each member a chance to publicly endorse his support of the success of the advisory board. An open and warm acceptance of each board member by the group will generate the kind of attitudes which are necessary to a productive committee.

Regular evaluation of the committee is necessary. They should include both self-evaluation as well as those conducted by an outside group. Careful assessment of the board can provide information concerning both strengths and weaknesses, which in turn can be used in determining the direction for future committee activities.

Suggested Activities

(1) After reviewing The How of Successful Citizen Advisory Committee Operation, list the eight unsuccessful procedures that were observed as a result of evaluating advisory committees.

(2) Following a review of Hofstrand's publication entitled, "Why Have an Advisory Council?" (located in the Illinois Teacher, March, 1971), briefly describe what he indicates are some of the potential dangers to an advisory council and how these dangers can be prevented.

(3) After reading the bulletin entitled, Guide for Establishment and Conduct of Local Advisory Committees for Vocational Agriculture Departments, explain the procedures and precautions which should be followed in filling vacancies on a council.

(4) List the various facets that should be considered when evaluating the effectiveness of an advisory committee.

(5) Using the criteria developed in activity four, and having attended at least three advisory committee meetings and become involved with teachers and administrators, write a brief evaluation of the effectiveness of the committee and present to class or instructor.

Suggested Resources

Guide for Establishing and Conduct of Local Advisory Committees for Vocational Agriculture Departments. Sacramento: Bureau of Agricultural Education, California State Department of Education.

Phipps, Lloyd J. and Kenneth Knell. The How of Successful Citizen Advisory Committee Operation. Published by Illinois Citizens Education Council, Rurban Educational Development Laboratory, College of Education, University of Illinois.

Upon successful completion of assigned activities, proceed to Lesson 5.

ADVISORY COUNCILS

Lesson Five: Other Advisory Resources

Objective

Upon satisfactory completion of this lesson, the student will be able to discuss other advisory resources besides those organized by a school district.

Overview

Becoming aware of individuals who can make valuable contributions to programs of vocational education is the responsibility of directors and teachers of such programs. Resource people, in addition to regularly organized councils, are available and are willing to provide suggestions for upgrading and enriching vocational programs. Individuals within a community who have valuable expertise as well as places of employment which provide good examples of concepts being taught can be contacted and asked to participate in a program. Arrangements can be made for resource people to come to the school or for students to visit their places of employment.

State and national organizations (aside from those organized as a result of legislation) can provide ideas for improving occupational programs. Funds are often available through such organizations which are not associated with state and national governments to provide opportunities to research and apply different ideas of instruction. Again, awareness both within and without the local community of valuable resources coupled with the motivation and commitment to improve programs will help provide relevant instruction in programs of vocational education.

Suggested Activities

(1) After reading Samuel M. Burt's article in the First Yearbook of the American Vocational Association, complete the following questions and submit to your instructor:

a. How long has industry been involved in improving and enriching vocational education?

b. Briefly summarize why persons not directly associated with public education want to be involved in its development and/or updating and revision.

c. Why do industrial organizations want to be involved in public education?

d. Burt discusses the terms "providing advice" and "action area." What is the point that he is emphasizing?

e. Burt mentions five areas of service that industry can provide. List the five areas and explain how you believe such service could be beneficial to your particular area (agriculture, business, industrial education, or home economics) of vocational education.

(2) After reading the membership brochure for the National Association of Industry - Education Council, answer the following questions:

a. What are the three main purposes of NAIEC?

b. What are the particular services the NAIEC can provide for subject areas?

c. What is the relationship between NSTA and NAIEC?

d. What meetings and publications are provided by NAIEC?

e. List the ten various kinds of companies, associations, or corporations which actively participate in NAIEC.

f. What provisions are there within NAIEC to assist in establishing local and regional industry-education councils?

(3) After reading the 1975 Annual Report of the Industry - Education Council of California, answer the following questions:

a. In order to gain a better appreciation for the leadership and expertise in the Industry - Education Council of California, list the companies/corporations from which the officers of I-ECC are associated.

b. What is NAB and what did NAB co-sponsor with I-ECC?

c. What is RISE and what relationship would this movement have with I-ECC?

d. Who prepares materials for I-ECC?

e. How is I-ECC helping to break the "welfare syndrome?"

f. After reviewing the newsletter of I-ECC entitled, "Administrative Steps Toward Career Education," list community resources suggested by I-ECC.

Suggested Resources

The American Vocational Association, Inc., Contemporary Concepts in Vocational Education. First Yearbook. Washington D. C.: The American Vocational Association, 1971.

Industry - Education Council of California. Annual Report 1975. (Published by I-EC of California, P. O. Box 1582, Burlingame, California, 94010.)

The National Association for Industry - Education Cooperation. Membership Brochure. (Executive Director, Dr. Donald M. Clark, National Association for Industry - Education Cooperation, 235 Hendricks Boulevard, Buffalo, New York, 14226.)

Upon completion of the assigned activities in this module, you should be ready to take the Module Posttest. See your instructor for directions and measurement criteria.

ADVISORY COUNCILS

MODULE PRE/POSTTEST

Student_____

Instructor_____

Date_____

Student:	This pre/posttest will assess your knowledge of the information presented in the module on advisory councils. Since this module is an individualized and competency-based learning device, you will need to study only those lessons that are presented on the basis of your response to this test.

1. What is an advisory committee?

2. What are four examples of the different kinds of activities that an advisory committee could be expected to perform for a vocational program?

3. How can occupational council members benefit from cooperative relationships with schools?

4. Distinguish the differences among the various kinds of district advisory committees including general, departmental, specific occupational, and ad hoc or social.

5. What administrative authority does an advisory committee have?

Pre/Posttest (continued)

6. How many members are on the National Advisory Council on Vocational Education and how are they selected?

7. From what groups of society are members of the National Council selected?

8. What are the purposes and functions of the National Council?

9. What is the composition of the California Advisory Council on Vocational Education and Technical Training? What are the duties of the California Council?

10. What guidelines must be followed when establishing a local advisory committee?

11. What is the function of a selection committee?

12. List the various facets that should be considered when evaluating the effectiveness of an advisory committee.

13. What is NAIEC and what are the three main purposes of it?

Pre/Posttest (continued)

14. To what subject areas or segments of education does NAIEC provide assistance?

15. What is I-ECC and what is its function?

Return this test to your instructor.

ADVISORY COUNCILS

ANSWER KEY
MODULE PRE/POSTTEST

Instructor:	Do not reproduce this page in students' booklets. You must retain it for grading and prescriptive purposes. Answers will vary with individuals. A preferred response might be similar to the answer presented.

1. (L1) A group of people, usually outside the educational profession, who help educators build educational programs. Advisement is in the areas of curriculum, equipment, and publicity.

2. (L1) Activities that an advisory committee could be expected to do include: (1) provide recommendations which are given by the students and parents; (2) conduct follow-up studies of graduates to determine changes; (3) conduct community surveys; open communication between school and community; and (4) provide concrete facts concerning the accomplishments of advisory committees from other areas.

3. (L1) Council members are held in high regard by their peers and by the community. Membership on an advisory council provides an opportunity for service to youth and adults, and to the community as a whole.

4. (L1) General: Concerned with total vocational program within a school. Membership normally includes each occupational areas, as well as other interested groups.

   Department: Relates to an occupational area.

   Specific Occupational: Relates to subjects within an occupation.

   Ad hoc or Social: Organized to solve special or specific problems. Such committess are often discharged upon completion of their assignment.

5. (L1) Advisory committees function strictly as advisors. They do not implement policy.

6. (L2) The National Advisory Council shall consist of 21 members. The President of the United States appoints members to serve on the council.

7. (L2) The National Advisory Council shall include individuals:

   a. Representing labor and management, including persons who have knowledge of semiskilled, skilled, and technical employment, new

Pre/posttest Answer Key (continued)

and emerging occupational fields; National Commission for Manpower Policy; non-profit private schools, general public.

b. Representing those familiar and knowledgeable about problems of sex discrimination, with special problems and needs of the disadvantaged and handicapped persons, of post-secondary and adult vocational education programs.

The National Council shall have as a majority of its members persons who are not educators or administrators in the field of education. In appointing the National Advisory Council, the President shall insure that there is appropriate representation of both sexes, racial, and ethnic minorities, and the various geographic regions of the country. The President shall select the chairman. The National Advisory Council shall meet at the call of the Chairman, but not less than four times a year.

8. (L2) The National Advisory Council shall:

a. Advise the President, Congress, Secretary, and Commissioner concerning the administration of, preparation of general regulations and budget requests for, and operation of, vocational education programs supported with assistance under this Act.

b. Review the administration and operation of vocational education programs under this Act, and other pertinent laws affecting vocational education and manpower training (including the effectiveness of such programs in meeting the purposes for which they are established and operated), make recommendations with respect thereto, and make annual reports of its findings and recommendations (including recommendations for changes in the provisions of this Act and such other pertinent laws) to the President, Congress, Secretary, and Commissioner.

c. Make such other reports or recommendations to the President, Congress, Secretary, Commissioner, or head of any other federal department or agency as it may deem desirable.

Identify, after consultation with the National Commission for Manpower Policy, the vocational education and employment and training needs of the Nation and assess the extent to which vocational rehabilitation, and other programs under this and related Acts represent a consistent, integrated, and coordinated approach to meeting such needs.

Comment, at least once annually, on the reports of the National Commission, which comments shall be included in one of the reports submitted by the National Advisory Council pursuant to this section and in one of the reports submitted by the National Commission pursuant to section 505 of the Comprehensive Employment Training Act of 1973.

Pre/posttest Answer Key (continued)

d. Conduct such studies, hearings, or other activities as it deems necessary to enable it to formulate appropriate recommendations.

e. Conduct independent evaluations of programs carried out under this Act and publish and distribute the results thereof.

f. Provide technical assistance and leadership to state advisory councils established pursuant to section 105, in order to assist them in carrying out their responsibilities under this Act.

9. (L2) The California Advisory Council shall include the following members:

a. The director of Employment Development or his/her representative.

b. A member of the Assembly Education Committee appointed by the Speaker of the Assembly.

c. A member of the Senate Education Committee appointed by the Senate Committee on Rules.

d. Twenty-seven members appointed by the Governor.

The California Council shall have the following duties:

a. Advise the State Board of Education and the Board of Governors of the California Community Colleges in the development and preparation of annual and long-range state plans for occupational education and training.

b. Evaluate programs of occupational education and training maintained by local educational agencies, and publish and distribute the results thereof.

c. Prepare and submit through the State Board of Education and Board of Governors of the California Community Colleges an annual evaluation report to the Legislature, United States Commissioner of Education, and National Advisory Council on Vocational Education.

10. (L3) a. Specify persons and/or agencies whom the committee is to advise.

b. List purposes and duties of the committee.

c. Prescribe number and manner of selecting committee members.

d. Specify the term of office and provisions for dealing with inactive members.

e. Stipulate representation of school personnel at meetings.

f. Indicate committee officers and standing committees with their duties.

Pre/posttest Answer Key (continued)

11. (L3) A group who is called by the school board or other sponsoring agency to recommend people for an advisory council. They are to recommend advisory council members who are representative of the community to be served.

12. (L4) a. Responsibilities of members:

Is attendance at meetings regular?
In what ways do individuals support committee decisions?
Are members interested in and knowledgeable about the area in which they are advising?

b. Effectiveness of meetings:

Was the meeting conducted in a businesslike way?
Did the room reflect the level of the meeting?
Was an effective atmosphere created?
Were the minutes of the meeting issued in reasonable time and to the essential people?
Have specific people been assigned special tasks or reports?

c. Impact of the program:

What is the general attitude of the school toward the work of the committee?
How have the committee's recommendations helped in solving department or school problems?
What other evidences are there of the committee's value?
How may further contributions be implemented?

d. Responsibilities of school officials:

Is the committee well informed regarding developments in vocational education and needs for their service?
Are suggestions given by the committee considered and used, if possible?
If suggestions are not used, is an explanation given so that future recommendations may be more useable?
Is the committee recognized and appreciation shown for their service?

13. (L5) The three main purposes of the National Association of Industry--Education Council (NAIEC) are:

a. To provide a national organization for representatives of business, industry, education, government, and labor to promote increased levels of cooperation.

b. To identify areas of mutual interest and to formulate programs and procedures which meet acceptable standards.

c. To communicate with any group concerned with education about cooperative programs and projects.

Pre/posttest Answer Key (continued)

14. (L5) NAIEC provides assistance to teachers of science, social studies, mathematics, language, arts, fine arts, the humanities, health, home economics, and vocational education.

15. (L5) I-ECC stands for Industry-Education Council of California. The council is a valuable source of capable and interested community persons to be called upon to provide assistance in improving the various facets of an educational program.

MODULES -- COMMON CORE CURRICULUM FOR VOCATIONAL EDUCATION

Category A: Introduction to Vocational Education

- A-1 History, Philosophy, and Trends in Vocational Education
- A-2 Scope, Function, and Organization in Vocational Education
- A-3 Vocational Legislation
- A-4 Assessing the Job Market and Employment Trends

Category B: Cooperative Relationship

- B-1 Rationale for Cooperative Relationships
- B-2 Advisory Councils
- B-3 Cooperative and Work Experience Programs

Caregory C: Vocational Students

- C-1 Promoting Vocational Education and Recruiting Eligible Students for Vocational Education
- C-2 Assessing Students' Personal Characteristics
- C-3 Guidance and Counseling
- C-4 Assisting Students with Special Needs in Vocational Education Program
- C-5 Assessing the Needs of the Disadvantaged Student
- C-6 Developing Student Leadership Qualities in Vocational Education Programs
- C-7 Student Organizations

Category D: Administration and Supervision

- D-1 Fiscal Management of a Vocational Education Program
- D-2 Writing a Vocational Education Project/Budget
- D-3 Record Keeping in Vocational Programs
- D-4 Conference Leadership
- D-5 Selection, Supervision, and Evaluation of Personnel
- D-6 School Law and Its Relationship to Vocational Education
- D-7 Staff Development
- D-8 Implementation of Change

Category E: Curriculum Design in Vocational Education

- E-1 Developing a Curriculum Design in Vocational Education
- E-2 Applying Learning Theory to Vocational Education
- E-3 Instructional Strategies

Category F: Stages and Structure of Curriculum Development

- F-1 Theories in Curriculum Development
- F-2 Building a Curriculum for Vocational Education
- F-3 Applying Curriculum Specifics to Vocational Education
- F-4 Safety

Category G: Evaluation and Research

- G-1 Evaluation Models
- G-2 Evaluation Procedures for Local Programs
- G-3 Introduction to Research Procedures in Vocational Education
- G-4 Research Design in Vocational Education
- G-5 Development of a Research Proposal in Vocational Education